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FRAME-OF-REFERENCE SEMANTIC DIFFERENTIALS

OF SELECTED SUPERVISORY TERMS
(TITLE)

BY

John M. Lonosky

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 560

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

August 4, 1967
DATE

ADVISER

4 August 1967
DATE

DEPARTMENT HEAD

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CHAPTER I

INTRODUCTION

Statement of Problem

This paper involves a study to determine whether there is a significant difference in the perception elicited when a supervisor or principal uses an adjective to describe a teacher or his teaching as opposed to when a faculty member uses the same descriptive term to describe another teacher or his teaching. The hypothesis to be tested is that there is a significant difference in response to the choices when a principal or supervisor uses the descriptive terms to evaluate a teacher as opposed to when a faculty member uses the same terms to evaluate a fellow faculty member. If there is such a difference, then teachers apparently perceive the terms with different frames of reference, depending upon who uses them; a fellow staff member or a principal or supervisor.

Procedure

To determine which descriptive terms were to be used, fifty credential letters were obtained from the placement office of Eastern Illinois University, Charleston, Illinois. Those adjectives most frequently used by principals or supervisors to evaluate first-year teachers from the 1965 graduating classes were chosen.

The terms were not tallied if they were used to describe the classroom setting or the teacher's control of the behavior of the class.

A five point scale was designed, using descriptive words (to be

called terms throughout this report) from Osgood's Semantic Differential scale, as a guide to depict the feelings of teachers when the use of the term by principals or supervisors is differentiated from used by faculty members. To establish the scale, bipolar choices were constructed for each descriptive term, such as: peaceful-belligerent; relaxed-tense; aggressive-defensive; comfortable-uncomfortable; strong-weak; cautious-rash; excitable-calm; stable-changeable. (These adjectives will be called choices throughout the remainder of this report.) The eight choices and positions of choices were chosen randomly without regard to factor analysis categories or positions which Osgood and others had determined.

Osgood and associates began research on what he termed "Semantic Space" in the nineteen fifties. Using a rating scale technique, the self-concept of client before, during, and after counseling were appraised. As the technique evolved and showed promise, Osgood attempted to refine and validate the method. Finally, in 1957, as a consequence of over six years of research he published The Measurement of Meaning in which he describes and defines semantic space.

Believing that Osgood's techniques might effectively reveal differences in attitude about self in teachers, the hypothesis that the way individuals feel that supervisors regarded adjustment versus the way peers regarded adjustment might differ, evolved.

Osgood, Suci, and Tannenbau originally used a seven point scale in their study of the Thesaurus. Twenty terms were to be judged on this seven point scale having bipolar adjective's opposites. The author's rationale for using bipolar opposites is as follows:

Among the "constants" in our work have been the use of seven-step scales having a bipolar (verbal opposites) form and defined by adjectives. Is this type of instrument necessarily the "natural" grid against which to differentiate the meanings of concepts? We have fairly satisfying evidence that our seven-step scales, defined by the linguistic quantifiers "extremely," "quite," and "slightly," in both directions from a neutral "meaningless" origin, do yield nearly equal psychological units in the process of judgment, and we intend to assemble additional evidence on this point. But what about the use of bipolar scales defined by verbal opposites? We have been following a more or less implicit assumption that thinking in terms of opposites is "natural" to the human species; data presently being collected on Indians in the Southwest seem to support this assumption, and the ethnolinguists we have talked to--after due consideration and checking with their own experiences--usually agree that semantic opposition is common to most, if not all language systems.¹

A five step scale was deemed acceptable here, J. P. Guilford reports:

Fortunately we have some empirical evidence bearing on the choice of the number of steps. Conklin concluded after an analysis of some 23,000 judgments that for untrained O's the maximum number of steps should be five for a single scale and nine for a double scale.²

Stickney elementary school teachers, Oak Lawn, Illinois, were used to test the hypothesis based on Osgood's Semantic Differential scale. Stickney's elementary school system, District #111, Oak Lawn, Illinois, has a faculty of 205 men and women. All teachers are properly certified. The questionnaires were passed out by the school principals to the field of teachers within the district. From this amount, 120 were returned and used for analysis, a fifty-seven percent response.

In order to avoid some of the school pressures that might have influenced the number returned, the questionnaires were passed out April 24, 1967. This was approximately a month after the schools grading

¹Charles E. Osgood, George J. Suci, Percy H. Tannenbau, The Measurement of Meaning (Urbana: University of Illinois Press, 1957), p. 327.

²J. P. Guilford, Psychometric Methods (New York and London: McGraw-Hill Book Company, Inc., 1936), pp. 267-268.

period, three weeks after the Easter holidays, and two weeks after spring vacation.

Alternate questionnaires were given to every other teacher, one labeled terms used by a principal (Table 1, Group 6), the other labeled terms used by a fellow faculty member or fellow teacher (Table 1, Group 5). The same terms and choices were used for both groups, but the directions given were different. Directions for the terms in Group 6 labeled, used by a principal or supervisor were:

Assume that your principal or supervisor used each of the following CAPITALIZED words to describe you or your teachings. How would you feel?

Consider your feelings as being represented by a distance separated into five steps between the "opposites" shown below each of the CAPITALIZED words. If, for example, your feeling about the word ENTHUSIASTIC is midway between "peaceful" and "belligerent" make a regular pencil mark in the middle space to the right of the red "1" and so on.

Directions for the terms in Group 5 labeled, used by a fellow faculty member or fellow teacher were:

Assume that a fellow faculty member used each of the following CAPITALIZED words to describe you or your teachings. How would you feel?

Consider your feelings as being represented by a distance separated into five steps between the "opposites" shown below each of the CAPITALIZED WORDS. If, for example, your feeling about the word ENTHUSIASTIC is midway between "peaceful" and "belligerent" make a regular pencil mark in the middle space to the right of the red "1" and so on.

The teachers filled out the questionnaires without the principal being present. This was to reduce the possibilities of any pressure or halo effect being produced by the teacher attempting to answer in a way he or she thought would please his or her superior.

The choices were on a five point continuum with a weighted response of five to one. Mean scores were calculated for the choices made by each group to determine if there was any significant difference between the two

groups by using the critical ratio or the t-test. Eight choices were included in each of the six terms designated, Outstanding, Cooperative, Enthusiastic, Effective, Understanding, and Excellent. Means for the critical ratio of each of the six terms were computed and tabled.

In addition to calculating the means of the critical ratios of the eight choices for each term, the eight choices within each term were ranked inasmuch as there was variance between the eight choices within each term.

Limitations

Several factors proved to be obstacles in demonstrating significant reaction to connotative meaning. Only a small amount of research has been done in this area. Therefore, reported literature was scarce.

A number of variables were not controlled which may or not have had any bearing on the results: the age or sex of the subjects was not taken into consideration, the number of years of advanced education, influences of different personalities such as principals upon responses, tenure versus non-tenure teachers, and the number of years of tenure and the grade level at which teachers taught.

Inasmuch as the judgments were made in isolation and anonymously with no check on the way the individual responded to any given item, or to the scale as a whole, the only indication of the existence of a semantic-space-like response is to be found in the fact that there is variance, though not significant, between the eight choices within the six terms.

The fact that there were no time limits imposed may also have affected the results.

Further, the directions may have influenced the type of choice since they differed from Osgood, Suci, and Tannenbau's directions in their study of the Thesaurus.

Although extensive work has been done using Osgood's Semantic Differential scale, these studies do not relate significantly to the perception of terms used to describe an individual or his teaching when they are made by a principal or supervisor as opposed to a faculty member.

CHAPTER II

RELATED RESEARCH

A tool which has widespread use in the field of cognitive meaning is Osgood's Semantic Differential scale. However, the application of this instrument to the meaning of concepts to teachers has been largely ignored.

Milton Dickens and Frederick Williams clarified Osgood's position in Volume 34 of the Review of Educational Research. They reported these findings as the explanation of Osgood's Semantic Differential.

The theoretical origin and the first series of researchers were reported by Osgood, Suci, and Tannenbau (1957). Osgood (1962-63) clarified his theory by means of figurative analogies comparing "semantic space" with "color space" and "geophysical space." Just as these other "spaces" have objectively measurable dimensions so should semantic space. Furthermore there should be a few basic semantic dimensions of wide generality. In order to test his theory, Osgood and his colleagues developed sets of Semantic Differential scales, each of which was a seven-interval graphic scale with its extremes labeled by a pair of bipolar pairs of adjectives intended to enable subjects to report their affective connotative judgments regarding any appropriate concept....Factor analytic studies of Semantic Differential data gathered in regard to a wide variety of concepts as well as from many different types of population within the U. S. revealed a remarkable stable factor structure, which suggested the generality of three dimensions of semantic judgment: evaluation (eg. good-bad), activity (eg. active-passive), and potency (eg. weak-strong).³

Since Osgood and others developed a "semantic space" in which meanings can vary, several concepts have been evaluated in related fields of education.

At Central Michigan University, Guido H. Stempel studied the

³Milton Dickens and Frederick Williams, "Mass Communication," Review of Educational Research, XXXIV. (April, 1964), pp. 213-214.

relationship between attitudes toward instruction and the cost of instruction. Two subjects differed considerably in cost of instruction so-it was possible to examine the relationship between the attitudes invoked by the differences in the cost of instruction. His study "shows no indication that student attitudes are more favorable toward higher cost subjects than toward lower-cost subjects."⁴ This study did suggest the following:

The structure of student attitudes toward instruction is too complex to be handled by a single question. Students, of course, will express preference for one form of instruction or another, but the results of such expressions do not indicate the full range of their opinions. For that reason, it would appear that the semantic differential, which explores facets of the semantic image, is a useful technique in measuring attitudes....⁵

The measurement of attitudes concerning teaching and the teaching profession is another aspect of cognitive meaning. T. R. Husek and M. C. Wittrock investigated the attitudes toward teaching and the teaching profession using 259 students of the introductory course in educational psychology. They used Osgood's Semantic Differential with 117 bipolar scales on one concept, school teachers. The results obtained stated the following:

This study indicated that the attitudes of the students toward public school teachers was extremely positive. For example, the arithmetic mean of the 13 scales...was 2.19, on a 7 point scale, with 1 indicating the most positive evaluation and 7 the most negative evaluation.⁶

⁴Guido H. Stempel, "The Relationship of Cost of Instruction and Attitudes Toward Instruction," The Journal of Educational Research, LVII, No. 4 (December, 1963), p. 209.

⁵Ibid.

⁶T. R. Husek and M. C. Wittrock, "The Dimensions Of Attitudes Toward Teachers as Measured By The Semantic Differential," Journal of Educational Psychology, LIII, No. 3 (October, 1962), p. 210.

In their analysis of factor five, Stability, they found rankings concerning teachers to "relate to such attributes as calmness, lack of emotion, stability, and objectivity."⁷

More recent research relating to cognitive meaning concerns client-counselor values during counseling sessions. Thomas E. Cook's investigation explored the relationship between degree of client-counselor similarity in values and changes in the client's perception of certain concepts. His sample consisted of 90 Missouri University Students. The concepts being evaluated were "me", "the ideal student", "my future occupation", and "education". Fifteen of Osgood's Semantic Differential scales were used in his study. In the author's own words his conclusions were as follows:

Perhaps in the present brief counseling situation, a medium degree of similarity in values enabled the counselor to be divergent enough in his own opinions to stimulate exploration and new ideas on the part of the client without antagonizing him, resulting in positive changes in the client's perceptions. Finally,...the present findings seem at least sufficient to confirm the assumption that counselor values (when considered in relation to the client's values) have an impact on client changes in perception, even within the limited contact of brief counseling.⁸

James Peters, Robert Payne, and Arlene Bole studied the self and social perception scores of counseled and non-counseled groups. Their subjects were 87 chronically-ill neuropsychiatric patients in a "half-way house" hospital. They were divided into two groups; one receiving vocational rehabilitation counseling, and the other no counseling. Osgood's Semantic Differential was administered to both groups during

⁷Ibid., p. 212.

⁸Thomas E. Cook, "The Influence of Client-Counselor Value Similarity on Change in Meaning During Brief Counseling," Journal of Counseling Psychology, XIII, No. 1 (Spring, 1966), p. 82.

their stay at the hospital. Their "hypothesis was that the counseled groups will show difference in self and social perception (socio-egocentrism) in favor of the counseled group on Semantic Differential Scales."⁹ The author reported:

A statistical analysis of results using t-test of the difference between the means was significant, showing a positive self-concept in favor of the counseled group, and a trend toward significant positive social acceptance, again in favor of the counseled group.¹⁰

" 'Give me the right word and the right accent, and I will move the world,' said Joseph Conrad."¹¹ Mortimer Garrison, Jr. conducted research on The Use of A Semantic Differential In Program Evaluation. This study was made to evaluate various aspects of school programs. The programs involved were Education, Psychotherapy, Speech Therapy, Tranquilizers, Parent Counseling, Seizure Control and Art at the Woods Schools and the Devereux Schools. Teachers were chosen from the Woods School, Devereux Schools and the public schools. They were to evaluate the programs on a Semantic Differential scale. The scores obtained from the Semantic Differential was a "summation of the rater's independent of the criterion problem encountered with rating adjustments of individuals."¹² In the authors own words he theorized:

⁹James Peters, II, Robert Payne, and Arlene Bole, "Socio-Egocentrism of Patients In A Half-way Hospital," Vocational Guidance Quarterly, II (Winter, 1963), p. 114.

¹⁰Ibid.

¹¹Thomas Edward Finfgeld, reported by Joseph A. Deviot, Richard Murphy, and Charles E. Osgood, "The Ability To Select Words To Convey Intended Meaning," Quarterly Journal of Speech, LII (October, 1966), p. 255.

¹²Mortimer Garrison, Jr., "The Use Of A Semantic Differential In Program Evaluation," American Journal of Mental Deficiencies, LXIX (March, 1965), p. 694.

It would appear that the teachers have expressed some significant degree of feeling, both positive and negative. Art is apparently neutral (and was introduced with exactly that intention); Education and Psychotherapy on the other hand appeared to be loaded topics for teachers. They are in favor of Education but significantly less so for Psychotherapy and even more unenthusiastic about Tranquilizers.¹³

This paper employs a design similar to that used by Stempel, Cook, and Garrison. It differs, however, in the hypothesis inasmuch as the terms tested are self-other oriented; self as regarded by supervisors, self as appraised by fellow faculty members.

¹³Ibid., p. 695.

CHAPTER III

FINDINGS

The returned questionnaires were subject to a statistical analysis. Each choice under each term was tabulated according to the weight given it by all of the individuals in each of the two groups: teacher-appraised and supervisor-appraised.

Means were calculated for the response to each choice, the terms were then grouped. Means were calculated and the t-test was applied. No significant differences were found.

However, upon inspection of Table 1, the percent of responses to choices for group 5 and group 6, there appears to be a kurtosis of the choice responses which indicate similarity which may be meaningful, that is, the teachers responses to the bipolar choices are similar. Although the scale was not designed to reveal this information, it became apparent upon examination of the statistics.

The calculated percentage of choice scores for group 5 and group 6 are listed in table 1. The calculated t scores for choices of terms are listed in table 2. Ranked t scores for choices of terms are listed in table 3. Mean t scores of terms are listed in table 4.

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TABLE 1

PERCENT OF RESPONSES TO CHOICES FOR GROUP 5

PERCENT					
A	B	C	D	E	BLANK
27.87	34.43	32.79	1.64	3.28	.00
34.43	37.70	21.31	4.92	1.64	.00
1.64	14.75	72.13	6.56	1.64	3.28
54.10	27.87	13.11	1.64	3.28	.00
37.70	21.31	39.34	.00	1.64	.00
4.92	13.11	68.85	11.48	1.64	.00
3.28	14.75	37.70	21.31	22.95	.00
34.43	14.75	37.70	11.48	1.64	.00
36.07	27.87	34.43	1.64	.00	.00
37.70	27.87	26.23	6.56	1.64	.00
8.20	13.11	67.21	6.56	4.92	.00
36.07	27.87	26.23	4.92	3.28	1.64
34.43	31.15	32.79	1.64	.00	.00
9.84	16.39	65.57	8.20	.00	.00
3.28	27.87	32.79	8.20	24.59	3.28
27.87	22.95	34.43	8.20	3.28	3.28
50.82	27.87	19.67	1.64	.00	.00
52.46	22.95	21.31	1.64	1.64	.00
1.64	9.84	81.97	3.28	1.64	.00
55.74	21.31	19.67	3.28	.00	.00
29.51	19.67	40.98	9.84	.00	.00
6.56	9.84	78.69	4.92	.00	.00
3.28	13.11	24.59	26.23	32.79	.00
40.98	11.48	36.07	8.20	3.28	.00
34.43	21.31	36.07	6.56	.00	1.64
37.70	34.43	26.23	1.64	.00	.00
34.43	37.70	16.39	6.56	3.28	1.64
6.56	14.75	70.49	4.92	3.28	.00
39.34	36.07	14.75	4.92	4.92	.00
32.79	32.79	29.51	.00	4.92	.00
4.92	14.75	72.13	4.92	3.28	.00
3.28	16.39	37.70	21.31	21.31	.00
27.87	21.31	39.34	9.84	1.64	.00
40.98	31.15	22.95	3.28	.00	1.64
40.98	37.70	16.39	3.28	1.64	.00
6.56	14.75	72.13	6.56	.00	.00
42.62	32.79	18.03	3.28	3.28	.00
34.43	26.23	34.43	3.28	1.64	.00
6.56	16.39	63.93	3.28	8.20	1.64
6.56	16.39	32.79	19.67	21.31	3.28
22.95	18.03	47.54	6.56	1.64	3.28

TABLE 1 GROUP 6 -- Continued

PERCENT					
A	B	C	D	E	BLANK
35.59	16.95	40.68	5.08	1.69	.00
27.12	37.29	27.12	5.08	3.39	.00
11.86	28.81	54.24	3.39	1.69	.00
45.76	30.51	15.25	5.08	3.39	.00
44.07	22.03	27.12	5.08	1.69	.00
5.08	13.56	71.19	5.08	1.69	3.39
11.86	23.73	40.68	10.17	11.86	1.69
13.56	22.03	47.46	8.47	5.08	3.39
38.98	27.12	25.42	5.08	3.39	.00
35.59	30.51	25.42	6.78	1.69	.00
5.08	27.12	64.41	.00	1.69	.00
40.68	25.42	27.12	5.08	1.69	.00
44.07	25.42	25.42	3.39	1.69	.00
8.47	16.95	64.41	8.47	1.69	.00
10.17	22.03	44.07	11.86	11.86	.00
22.03	20.34	49.15	5.08	3.39	.00
37.29	27.12	25.42	5.08	3.39	1.69
40.68	33.90	22.03	1.69	1.69	.00
1.69	23.73	71.19	1.69	1.69	.00
50.85	22.03	20.34	3.39	3.39	.00
28.81	18.64	40.68	6.78	3.39	.00
8.47	20.34	64.41	3.39	.00	3.39
5.08	20.34	52.54	13.56	6.78	1.69
23.73	25.42	37.29	6.78	3.39	3.39
23.73	27.12	42.37	5.08	1.69	.00
33.90	27.12	32.20	3.39	1.69	1.69
35.59	33.90	25.42	3.39	1.69	.00
5.08	13.56	76.27	3.39	1.69	.00
44.07	22.03	28.81	3.39	1.69	.00
38.98	25.42	30.51	3.39	1.69	.00
6.78	13.56	69.49	6.78	1.69	1.69
6.78	23.73	45.76	11.86	8.47	3.39
32.20	25.42	33.90	3.39	3.39	1.69
38.98	20.34	30.51	6.78	1.69	1.69
33.90	44.07	16.95	1.69	3.39	.00
6.78	18.64	69.49	1.69	1.69	1.69
47.46	23.73	22.03	.00	3.39	3.39
38.98	18.64	30.51	8.47	1.69	1.69
3.39	15.25	74.58	5.08	1.69	.00
10.17	18.64	40.68	18.64	11.86	.00
27.12	20.34	38.98	3.39	3.39	6.78

TABLE 2

CALCULATED t SCORES FOR CHOICES OF TERMS			Critical Ratio
ENTHUSIASTIC	1. peaceful	belligerent	.14
	2. relaxed	tense	.32
	3. aggressive	defensive	1.05
	4. comfortable	uncomfortable	.14
	5. strong	weak	.13
	6. cautious	rash	.36
	7. excitable	calm	.94
	8. stable	changeable	.43
OUTSTANDING	9. peaceful	belligerent	.07
	10. relaxed	tense	.03
	11. aggressive	defensive	.53
	12. comfortable	uncomfortable	.11
	13. strong	weak	.14
	14. cautious	rash	.13
	15. excitable	calm	.44
	16. stable	changeable	.67
COOPERATIVE	17. peaceful	belligerent	.43
	18. relaxed	tense	.15
	19. aggressive	defensive	.74
	20. comfortable	uncomfortable	.14
	21. strong	weak	.07
	22. cautious	rash	.59
	23. excitable	calm	1.32
	24. stable	changeable	.13

TABLE 2 Continued

			Critical Ratio
UNDERSTANDING	25.	peaceful belligerent	.14
	26.	relaxed tense	.15
	27.	aggressive defensive	.45
	28.	comfortable uncomfortable	.14
	29.	strong weak	.05
	30.	cautious rash	.12
	31.	excitable calm	.53
	32.	stable changeable	.14
EFFECTIVE	33.	peaceful belligerent	.30
	34.	relaxed tense	.07
	35.	aggressive defensive	.38
	36.	comfortable uncomfortable	.04
	37.	strong weak	.14
	38.	cautious rash	.13
	39.	excitable calm	.83
	40.	stable changeable	.28
EXCELLENT	41.	peaceful belligerent	.42
	42.	relaxed tense	.17
	43.	aggressive defensive	.18
	44.	comfortable uncomfortable	.14
	45.	strong weak	.03
	46.	cautious rash	.09
	47.	excitable calm	.46
	48.	stable changeable	.15

TABLE 3

RANKED t SCORES FOR CHOICES OF TERMS

			Critical Ratio	Mean Group 5	Mean Group 6
COOPERATIVE	1.	excitable calm	1.32	2.2	3.0
	2.	aggressive defensive	.74	3.0	3.2
	3.	cautious rash	.59	3.1	3.3
	4.	peaceful belligerent	.43	4.2	3.9
	5.	relaxed tense	.15	4.2	4.1
	6.	comfortable uncomfortable	.14	4.2	4.1
	7.	stable changeable	.13	3.7	3.6
	8.	strong weak	.07	3.6	3.6
ENTHUSIASTIC	9.	aggressive defensive	1.05	3.0	3.4
	10.	excitable calm	.94	2.5	3.1
	11.	stable weak	.43	3.6	3.3
	12.	cautious rash	.36	3.0	3.1
	13.	relaxed tense	.32	3.9	3.7
	14.	peaceful belligerent	.14	3.8	3.7
	15.	comfortable uncomfortable	.14	4.2	4.1
	16.	strong weak	.13	3.9	4.0
EFFECTIVE	17.	excitable calm	.83	2.5	3.0
	18.	aggressive defensive	.38	3.1	3.1
	19.	peaceful belligerent	.30	4.0	3.8
	20.	stable changeable	.28	3.6	3.8
	21.	strong weak	.14	3.8	3.9
	22.	cautious rash	.13	3.1	3.1
	23.	relaxed tense	.07	3.9	3.9
	24.	comfortable uncomfortable	.04	4.0	4.0

TABLE 3 Continued

			Critical Ratio	Mean Group 5	Mean Group 6
OUTSTANDING	25.	stable changeable	.67	3.6	3.5
	26.	aggressive defensive	.53	3.1	3.3
	27.	excitable calm	.44	2.7	3.0
	28.	strong weak	.14	3.9	4.0
	29.	cautious rash	.13	3.2	3.2
	30.	comfortable uncomfortable	.11	3.9	3.9
	31.	peaceful belligerent	.07	3.9	3.9
	32.	relaxed tense	.03	3.9	3.9
UNDERSTANDING	33.	excitable calm	.53	2.3	2.7
	34.	aggressive defensive	.45	3.0	3.1
	35.	relaxed tense	.15	4.1	4.0
	36.	peaceful belligerent	.14	4.1	4.0
	37.	comfortable uncomfortable	.14	4.2	4.1
	38.	stable changeable	.14	3.7	3.6
	39.	cautious rash	.12	3.2	3.2
	40.	strong weak	.05	3.8	3.8
EXCELLENT	41.	excitable calm	.46	2.6	2.9
	42.	peaceful belligerent	.42	4.1	3.8
	43.	aggressive defensive	.18	3.2	3.2
	44.	relaxed tense	.17	4.1	4.0
	45.	stable changeable	.15	3.5	3.6
	46.	comfortable uncomfortable	.14	4.0	4.1
	47.	cautious rash	.09	3.1	3.1
	48.	strong weak	.03	3.8	3.8

TABLE 4

MEANS OF ALL THE t SCORE CHOICES FOR EACH TERM

	Mean Critical Ratio
COOPERATIVE	.446
ENTHUSIASTIC	.438
EFFECTIVE	.271
OUTSTANDING	.265
UNDERSTANDING	.215
EXCELLENT	.205

Conclusions

Analysis of statistical data is subjective, inasmuch as a correlation or substantiation of the null hypothesis does not imply a cause-effect relationship.

From the data in Table 3, certain conclusions may be drawn. Reactions to the choices within the terms against which they were weighed tend to show a uniformity of pattern which resulted in the standard error of the mean showing no significant difference between the groups.

Though rank differences in choices vary slightly, the choices generally follow a similar pattern and display a similarity of difference in perception production. In Table 3 the choices, excitable-calm, and aggressive-defensive appeared in the first three positions when the t scores of the choices were ranked within each term. Provided with Table 3 are the mean scores for Group 5 and 6.

Means of all the t scores choices for each term were calculated to determine the mean critical ratio for each term. The data in Table 4 show that the teachers for Groups 5 and 6 indicate a difference in how they react toward the choices for each term. The terms Cooperative and

Enthusiastic show a higher variation than Effective, Outstanding, Excellent, and Understanding.

Recommendations

The technique employed in this study could be extended into more extensive studies of other traits. It would also be interesting to see if there are any differences in negative traits, as well as positive traits. Further research could investigate the attitudes of new teachers or first-year teachers to the six terms when those terms are used by principals and by peers.

APPENDIX A

TABULATION FOR GROUP 5 FROM MARK
SENSE CARD AND OPTICAL MARK READER

TABULATION FOR GROUP 5

TABULATION FROM MARK SENSE CARD AND OPTICAL MARK READER

PERCENT

NO.	A	B	C	D	E	BLANK	A	B	C	D	E	BLANK
1	17	21	20	1	2	0	27.87	34.43	32.79	1.64	3.28	.00
2	21	23	13	3	1	0	34.43	37.70	21.31	4.92	1.64	.00
3	1	9	44	4	1	2	1.64	14.75	72.13	6.56	1.64	3.28
4	33	17	8	1	2	0	54.10	27.87	13.11	1.64	3.28	.00
5	23	13	24	0	1	0	37.70	21.31	39.34	.00	1.64	.00
6	3	8	42	7	1	0	4.92	13.11	68.85	11.48	1.64	.00
7	2	9	23	13	14	0	3.28	14.75	37.70	21.31	22.95	.00
8	21	9	23	7	1	0	34.43	14.75	37.70	11.48	1.64	.00
9	22	17	21	1	0	0	36.07	27.87	34.43	1.64	.00	.00
10	23	17	16	4	1	0	37.70	27.87	26.23	6.56	1.64	.00
11	5	8	41	4	3	0	8.20	13.11	67.21	6.56	4.92	.00
12	22	17	16	3	2	1	36.07	27.87	26.23	4.92	3.28	1.64
13	21	19	20	1	0	0	34.43	31.15	32.79	1.64	.00	.00
14	6	10	40	5	0	0	9.84	16.39	65.57	8.20	.00	.00
15	2	17	20	5	15	2	3.28	27.87	32.79	8.20	24.59	3.28
16	17	14	21	5	2	2	27.87	22.95	34.43	8.20	3.28	3.28
17	31	17	12	1	0	0	50.82	27.87	19.67	1.64	.00	.00
18	32	14	13	1	1	0	52.46	22.95	21.31	1.64	1.64	.00
19	1	6	50	2	1	0	1.64	9.84	81.97	3.28	1.64	.00
20	34	13	12	2	0	0	55.74	21.31	19.67	3.28	.00	.00
21	18	12	25	6	0	0	29.51	19.67	40.98	9.84	.00	.00
22	4	6	48	3	0	0	6.56	9.84	78.69	4.92	.00	.00
23	2	8	15	16	20	0	3.28	13.11	24.59	26.23	32.79	.00
24	25	7	22	5	2	0	40.98	11.48	36.07	8.20	3.28	.00
25	0	0	0	0	0	60	.00	.00	.00	.00	.00	98.36
26	0	0	1	0	0	60	.00	.00	1.64	.00	.00	98.36
27	4	6	9	13	6	22	6.56	9.84	14.75	21.31	9.84	36.07
28	5	6	5	3	4	38	8.20	9.84	8.20	4.92	6.56	62.30
29	6	8	6	9	4	28	9.84	13.11	9.84	14.75	6.56	45.90
30	12	1	10	2	3	33	19.67	1.64	16.39	3.28	4.92	54.10
31	0	0	0	0	0	61	.00	.00	.00	.00	.00	100.00
32	20	22	8	2	3	6	32.79	36.07	13.11	3.28	4.92	9.84
33	6	0	1	0	0	54	9.84	.00	1.64	.00	.00	88.52
34	0	0	0	0	0	61	.00	.00	.00	.00	.00	100.00
35	8	52	1	0	0	0	13.11	85.25	1.64	.00	.00	.00
36	0	0	0	0	0	61	.00	.00	.00	.00	.00	100.00
37	48	13	0	0	0	0	78.69	21.31	.00	.00	.00	.00
38	0	0	0	0	0	61	.00	.00	.00	.00	.00	100.00
39	39	13	6	0	3	0	63.93	21.31	9.84	.00	4.92	.00
40	61	0	0	0	0	0	100.00	.00	.00	.00	.00	.00
41	29	15	15	2	0	0	47.54	24.59	24.59	3.28	.00	.00
42	30	15	11	1	3	1	49.18	24.59	18.03	1.64	4.92	1.64
43	3	4	48	5	1	0	4.92	6.56	78.69	8.20	1.64	.00
44	33	14	12	2	0	0	54.10	22.95	19.67	3.28	.00	.00
45	18	15	27	0	0	1	29.51	24.59	44.26	.00	.00	1.64
46	2	13	42	4	0	0	3.28	21.31	68.85	6.56	.00	.00
47	2	7	21	13	18	0	3.28	11.48	34.43	21.31	29.51	.00

TABULATION FOR GROUP 5

NO.	A	B	C	D	E	BLANK	A	B	C	D	E	BLANK
48	21	13	22	4	0	1	34.43	21.31	36.07	6.56	.00	1.64
49	23	21	16	1	0	0	37.70	34.43	26.23	1.64	.00	.00
50	21	23	10	4	2	1	34.43	37.70	16.39	6.56	3.28	1.64
51	4	9	43	3	2	0	6.56	14.75	70.49	4.92	3.28	.00
52	24	22	9	3	3	0	39.34	36.07	14.75	4.92	4.92	.00
53	20	20	18	0	3	0	32.79	32.79	29.51	.00	4.92	.00
54	3	9	44	3	2	0	4.92	14.75	72.13	4.92	3.28	.00
55	2	10	23	13	13	0	3.28	16.39	37.70	21.31	21.31	.00
56	17	13	24	6	1	0	27.87	21.31	39.34	9.84	1.64	.00
57	25	19	14	2	0	1	40.98	31.15	22.95	3.28	.00	1.64
58	25	23	10	2	1	0	40.98	37.70	16.39	3.28	1.64	.00
59	4	9	44	4	0	0	6.56	14.75	72.13	6.56	.00	.00
60	26	20	11	2	2	0	42.62	32.79	18.03	3.28	3.28	.00
61	21	16	21	2	1	0	34.43	26.23	34.43	3.28	1.64	.00
62	4	10	39	2	5	1	6.56	16.39	63.93	3.28	8.20	1.64
63	4	10	20	12	13	2	6.56	16.39	32.79	19.67	21.31	3.28
64	14	11	29	4	1	2	22.95	18.03	47.54	6.56	1.64	3.28

THE NUMBER OF ANSWERS PER QUESTION PROCESSED IS 61.

APPENDIX B

TABULATION FROM MARK SENSE
CARD AND OPTICAL MARK READER

TABULATION FOR GROUP 6

TABULATION FROM MARK SENSE CARD AND OPTICAL MARK READER

PERCENT

NO.	A	B	C	D	E	BLANK	A	B	C	D	E	BLANK
1	21	10	24	3	1	0	35.59	16.95	40.68	5.08	1.69	.00
2	16	22	16	3	2	0	27.12	37.29	27.12	5.08	3.39	.00
3	7	17	32	2	1	0	11.86	28.81	54.24	3.39	1.69	.00
4	27	18	9	3	2	0	45.76	30.51	15.25	5.08	3.39	.00
5	26	13	16	3	1	0	44.07	22.03	27.12	5.08	1.69	.00
6	3	8	42	3	1	2	5.08	13.56	71.19	5.08	1.69	3.39
7	7	14	24	6	7	1	11.86	23.73	40.68	10.17	11.86	1.69
8	8	13	28	5	3	2	13.56	22.03	47.46	8.47	5.08	3.39
9	23	16	15	3	2	0	38.98	27.12	25.42	5.08	3.39	.00
10	21	18	15	4	1	0	35.59	30.51	25.42	6.78	1.69	.00
11	3	16	38	0	1	0	5.08	27.12	64.41	.00	1.69	.00
12	24	15	16	3	1	0	40.68	25.42	27.12	5.08	1.69	.00
13	26	15	15	2	1	0	44.07	25.42	25.42	3.39	1.69	.00
14	5	10	38	5	1	0	8.47	16.95	64.41	8.47	1.69	.00
15	6	13	26	7	7	0	10.17	22.03	44.07	11.86	11.86	.00
16	13	12	29	3	2	0	22.03	20.34	49.15	5.08	3.39	.00
17	22	16	15	3	2	1	37.29	27.12	25.42	5.08	3.39	1.69
18	24	20	13	1	1	0	40.68	33.90	22.03	1.69	1.69	.00
19	1	14	42	1	1	0	1.69	23.73	71.19	1.69	1.69	.00
20	30	13	12	2	2	0	50.85	22.03	20.34	3.39	3.39	.00
21	17	11	24	4	2	0	28.81	18.64	40.68	6.78	3.39	.00
22	5	12	38	2	0	2	8.47	20.34	64.41	3.39	.00	3.39
23	3	12	31	8	4	1	5.08	20.34	52.54	13.56	6.78	1.69
24	14	15	22	4	2	2	23.73	25.42	37.29	6.78	3.39	3.39
25	1	0	1	0	0	57	1.69	.00	1.69	.00	.00	96.61
26	0	0	0	0	0	59	.00	.00	.00	.00	.00	100.00
27	6	8	10	1	7	27	10.17	13.56	16.95	1.69	11.86	45.76
28	6	7	5	4	5	32	10.17	11.86	8.47	6.78	8.47	54.24
29	8	5	7	6	4	29	13.56	8.47	11.86	10.17	6.78	49.15
30	8	2	8	7	4	30	13.56	3.39	13.56	11.86	6.78	50.85
31	0	0	1	0	0	58	.00	.00	1.69	.00	.00	98.31
32	17	18	11	2	4	7	28.81	30.51	18.64	3.39	6.78	11.86
33	6	2	0	0	1	50	10.17	3.39	.00	.00	1.69	84.75
34	0	0	0	0	0	59	.00	.00	.00	.00	.00	100.00
35	12	47	0	0	0	0	20.34	79.66	.00	.00	.00	.00
36	0	0	0	0	0	59	.00	.00	.00	.00	.00	100.00
37	39	20	0	0	0	0	66.10	33.90	.00	.00	.00	.00
38	0	0	0	0	0	59	.00	.00	.00	.00	.00	100.00
39	35	13	7	1	3	0	59.32	22.03	11.86	1.69	5.08	.00
40	0	59	0	0	0	0	.00	100.00	.00	.00	.00	.00
41	23	18	17	0	1	0	38.98	30.51	28.81	.00	1.69	.00
42	19	26	13	0	1	0	32.20	44.07	22.03	.00	1.69	.00
43	2	8	46	1	1	0	3.39	13.56	77.97	1.69	1.69	.00
44	26	16	15	1	1	0	44.07	27.12	25.42	1.69	1.69	.00
45	19	14	24	1	1	0	32.20	23.73	40.68	1.69	1.69	.00
46	4	11	41	2	1	0	6.78	18.64	69.49	3.39	1.69	.00
47	3	10	22	12	10	1	5.08	16.95	37.29	20.34	16.95	1.69

TABULATION FOR GROUP 6

NO.	A	B	C	D	E	BLANK	A	B	C	D	E	BLANK
48	14	16	25	3	1	0	23.73	27.12	42.37	5.08	1.69	.00
49	20	16	19	2	1	1	33.90	27.12	32.20	3.39	1.69	1.69
50	21	20	15	2	1	0	35.59	33.90	25.42	3.39	1.69	.00
51	3	8	45	2	1	0	5.08	13.56	76.27	3.39	1.69	.00
52	26	13	17	2	1	0	44.07	22.03	28.81	3.39	1.69	.00
53	23	15	18	2	1	0	38.98	25.42	30.51	3.39	1.69	.00
54	4	8	41	4	1	1	6.78	13.56	69.49	6.78	1.69	1.69
55	4	14	27	7	5	2	6.78	23.73	45.76	11.86	8.47	3.39
56	19	15	20	2	2	1	32.20	25.42	33.90	3.39	3.39	1.69
57	23	12	18	4	1	1	38.98	20.34	30.51	6.78	1.69	1.69
58	20	26	10	1	2	0	33.90	44.07	16.95	1.69	3.39	.00
59	4	11	41	1	1	1	6.78	18.64	69.49	1.69	1.69	1.69
60	28	14	13	0	2	2	47.46	23.73	22.03	.00	3.39	3.39
61	23	11	18	5	1	1	38.98	18.64	30.51	8.47	1.69	1.69
62	2	9	44	3	1	0	3.39	15.25	74.58	5.08	1.69	.00
63	6	11	24	11	7	0	10.17	18.64	40.68	18.64	11.86	.00
64	16	12	23	2	2	4	27.12	20.34	38.98	3.39	3.39	6.78

THE NUMBER OF ANSWERS PER QUESTION PROCESSED IS 59.

APPENDIX C

QUESTIONNAIRES SENT TO TEACHERS
LBELED FELLOW FACULTY MEMBER

Assume that a fellow faculty member used each of the following CAPITALIZED words to describe you or your teaching. How would you feel?

Consider your feelings as being represented by distance separated into five steps between the "opposites" shown below each of the CAPITALIZED WORDS. If, for example, your feeling about the word ENTHUSIASTIC is midway between "peaceful" and "belligerent" make a regular pencil mark in the middle space to the right of the red "1" and so on.

IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

ENTHUSIASTIC

1.	peaceful	belligerent
2.	relaxed	tense
3.	aggressive	defensive
4.	comfortable	uncomfortable
5.	strong	weak
6.	cautious	rash
7.	excitable	calm
8.	stable	changeable

OUTSTANDING

9.	peaceful	belligerent
10.	relaxed	tense
11.	aggressive	defensive
12.	comfortable	uncomfortable
13.	strong	weak
14.	cautious	rash
15.	excitable	calm
16.	stable	changeable

COOPERATIVE

17.	peaceful	belligerent
18.	relaxed	tense
19.	aggressive	defensive
20.	comfortable	uncomfortable
21.	strong	weak
22.	cautious	rash
23.	excitable	calm
24.	stable	changeable

Circle the grade level at which you teach:

K 1 2 3 4

5 6 7 8 9

Check your school:

Burbank Byrd Dulles Fry Owens

Maddock McCord Kennedy Tobin

Nottingham

Your age: 20-24 25-29 30-34
35-39 40-44 45-over

S Male Female

Tenure? Yes No

Years of College education:

4 5 6 7 7+

Please answer this sheet in the
same manner as the preceding
sheet.

IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

**UNDERSTAND-
ING**

- | | | |
|----|-------------|---------------|
| 1. | peaceful | belligerent |
| 2. | relaxed | tense |
| 3. | aggressive | defensive |
| 4. | comfortable | uncomfortable |
| 5. | strong | weak |
| 6. | cautious | rash |
| 7. | excitable | calm |
| 8. | stable | changeable |

EFFECTIVE

- | | | |
|-----|-------------|---------------|
| 9. | peaceful | belligerent |
| 10. | relaxed | tense |
| 11. | aggressive | defensive |
| 12. | comfortable | uncomfortable |
| 13. | strong | weak |
| 14. | cautious | rash |
| 15. | excitable | calm |
| 16. | stable | changeable |

EXCELLENT

- | | | |
|-----|-------------|---------------|
| 17. | peaceful | belligerent |
| 18. | relaxed | tense |
| 19. | aggressive | defensive |
| 20. | comfortable | uncomfortable |
| 21. | strong | weak |
| 22. | cautious | rash |
| 23. | excitable | calm |
| 24. | stable | changeable |

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39	----	----	----	----	----
40	----	----	----	----	----

APPENDIX D

QUESTIONNAIRES SENT TO TEACHERS
LABELED PRINCIPAL OR SUPERVISOR

Assume that your principal or supervisors used each of the following CAPITALIZED words to describe you or your teaching. How would you feel?

Consider your feelings as being represented by distance separated into five steps between the "opposites" shown below each of the CAPITALIZED words. If, for example, your feeling about the word ENTHUSIASTIC is mid-way between "peaceful" and "belligerent" make a regular pencil mark in the middle space to the right of the red "1" and so on.

IDENTIFICATION NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

- ENTHUSIASTIC**
- | | | |
|----|-------------|---------------|
| 1. | peaceful | belligerent |
| 2. | relaxed | tense |
| 3. | aggressive | defensive |
| 4. | comfortable | uncomfortable |
| 5. | strong | weak |
| 6. | cautious | rash |
| 7. | excitable | calm |
| 8. | stable | changeable |
-
- OUTSTANDING**
- | | | |
|-----|-------------|---------------|
| 9. | peaceful | belligerent |
| 10. | relaxed | tense |
| 11. | aggressive | defensive |
| 12. | comfortable | uncomfortable |
| 13. | strong | weak |
| 14. | cautious | rash |
| 15. | excitable | calm |
| 16. | stable | changeable |
-
- COOPERATIVE**
- | | | |
|-----|-------------|---------------|
| 17. | peaceful | belligerent |
| 18. | relaxed | tense |
| 19. | aggressive | defensive |
| 20. | comfortable | uncomfortable |
| 21. | strong | weak |
| 22. | cautious | rash |
| 23. | excitable | calm |
| 24. | stable | changeable |

Circle the grade level at which you teach:

K 1 2 3 4

5 6 7 8 S

Check your school:

__Burbank __Byrd __Dulles __Fry __Owens

__Maddock __McCord __Kennedy __Tobin

__Nottingham

Your age: __20-24 __25-29 __30-34

__35-39 __40-44 __45-over

Sex: __Male __Female

Tenure? __Yes __No

Years of College education:

__4 __5 __6 __7 __7+

Please answer this sheet in the
same manner as the preceding
sheet.

IDENTIFICATION NUMBER									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

**UNDERSTAND-
ING**

- | | | |
|----|-------------|---------------|
| 1. | peaceful | belligerent |
| 2. | relaxed | tense |
| 3. | aggressive | defensive |
| 4. | comfortable | uncomfortable |
| 5. | strong | weak |
| 6. | cautious | rash |
| 7. | excitable | calm |
| 8. | stable | changeable |

EFFECTIVE

- | | | |
|-----|-------------|---------------|
| 9. | peaceful | belligerent |
| 10. | relaxed | tense |
| 11. | aggressive | defensive |
| 12. | comfortable | uncomfortable |
| 13. | strong | weak |
| 14. | cautious | rash |
| 15. | excitable | calm |
| 16. | stable | changeable |

EXCELLENT

- | | | |
|-----|-------------|---------------|
| 17. | peaceful | belligerent |
| 18. | relaxed | tense |
| 19. | aggressive | defensive |
| 20. | comfortable | uncomfortable |
| 21. | strong | weak |
| 22. | cautious | rash |
| 23. | excitable | calm |
| 24. | stable | changeable |

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APPENDIX E

LETTER FROM SUPERINTENDENT

OFFICE OF THE SUPERINTENDENT

April 24, 1967

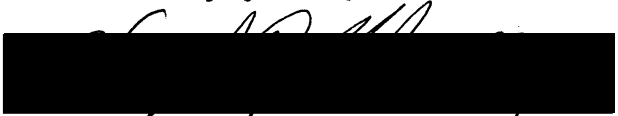
TO ALL TEACHERS:

Mr. John Lonosky from Owens School is presently working on his Master's Degree in Education at Eastern Illinois University.

He is requesting your cooperation in completing this questionnaire as partial fulfillment for his degree. It is hoped that the end results will be beneficial to School District No. 111.

Your cooperation will be appreciated.

Sincerely yours,


Virgil R. Wheatley,
Superintendent

VRW:jnl

APPENDIX F

ENVELOPES IN WHICH QUESTIONNAIRES
WERE PASSED OUT

Marjorie Owen School
Oak Lawn, Illinois
April 24, 1967

Dear Teacher


Mr. Virgil Wheatley, Superintendent of School District #111, has granted permission to pass out to you the enclosed material. You will find that this package contains a letter from your superintendent, and a questionnaire consisting of two single IBM data processing sheets. Please return only the two IBM sheets. Instructions for filling out the materials are printed on the sheets.

It is hoped with your cooperation that the results of this study will develop a better understanding between the relationship of faculty and administrators.

Please return this package to your Principal's Office no later than May 4, 1967.

Thank you for your cooperation in this study.

Respectfully,


John M. Lonosky

JML:dml

Enclosure

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